DOCUMENT RESUME

ED 357 025 SP 034 501

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TITLE Teachers' Perceptions of Employment-Related Problems: A Survey of Teachers in Two States.
PUB DATE Nov 92
NOTE 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 11-13, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Interpersonal Relationship; *Job Satisfaction; Parent Teacher Cooperation; *Problem Solving; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Employment; *Teacher Employment Benefits; Teacher Morale; *Teacher Salaries; Teacher Student Relationship; *Teaching Conditions
IDENTIFIERS Louisiana; Mississippi

ABSTRACT

This study was conducted to determine the degree to which a randomly selected sample of teachers in Mississippi and Louisiana (N=291) experience various types of work-related problems. It provides an opportunity to either confirm or deny the findings of previous studies, many of them limited by various methodological problems. Data were collected utilizing the Problems of Teaching Survey, which measures teacher problems across 8 general areas (lack of respect, emotional aspects, working conditions, salary/benefits issues, student related concerns, parent and community related concerns, and administration related concerns). Although teachers in both states reported a relatively high degree of problem incidence in several of the eight areas, salary/benefits was by far the most noted problem area, followed closely by parent-related problems and lack of respect. Interpersonal problems were the least noteworthy of problems faced by these teachers. Results are graphically displayed in nine tables. The paper concludes with a discussion of implications and recommendations for professional practice and future research needs. An appendix includes items in the Problems of Teaching Survey. (Contains 25 references.) (LL)

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TEACHERS' PERCEPTIONS OF EMPLOYMENT-RELATED PROBLEMS: A SURVEY OF TEACHERS IN TWO STATES

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Paper presented at the annual meeting of the Mid-South Educational Research Association, November 11-13, 1992, Knoxville, TN.

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ABSTRACT

The purpose of the present study was to offer descriptive data as to the degree to which a randomly-selected sample of teachers in Mississippi and Louisiana (n = 291) experience various types of work-related problems. The Problems of Teaching Survey (POTS), a Likert-type instrument used for measuring teacher problems across eight general problem areas, was used for collecting the data. Although teachers across the two states reported a relatively high degree of incidence of problems across several of the eight areas, salary/benefits was by far the most noted problem area, followed closely by parent-related problems and lack of respect. Interpersonal problems were the least noteworthy of problems faced by these teachers. Implications of the findings on professional practice and on future research are discussed.

TEACHERS' PERCEPTIONS OF EMPLOYMENT-RELATED PROBLEMS:
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> The circumstances of teaching must provide optimum opportunity for teaching and learning to proceed. When teachers find themselves restrained and inhibited by problems of the workplace that appear to them not to be within their control, it is reasonable to expect frustration and dissatisfaction to set in. Undoubtedly, teacher effectiveness, in turn, is constrained and the very problems frustrating teachers are exacerbated. (Goodlad, 1984, p. 180)

The study of teacher problems has been of interest to teacher educators for various reasons. Cruickshank (1975) approached the issue from a worker satisfaction perspective, contending that teachers should find their work satisfying and should not have to endure problems which can be relatively easily resolved. Consequently, Cruickshank reasoned that teacher educators should develop methods for helping teachers resolve their problems by devising specific strategies for handling various kinds of problems. Cruickshank's ideas were based on the notion that teachers who have fewer problems will be more effective teachers.

Research studies to date have fallen into two general categories: (a) studies designed to identify problems most frequently experienced by teachers, and (b) studies to identify the various correlates of teacher-perceived problems. A brief overview of these two types of studies follows.

Problem Identification Studies

In dealing with the issues of teacher recruitment and retention, many have sought to determine exactly what it is that keeps good people out of teaching and that encourages many who become teachers to leave the profession. Using a series of structured interviews of 80 college students across six institutions, Berry (1986) found that poor working conditions, bureaucratic requirements, lack of professional autonomy, and perceptions of teaching as "boring" work led many bright students to opt not to teach. In interviews with 85 inservice teachers, McLaughlin, Wallin, Pfeifer, Swanson-Owens, and Yee (1986) found a similar list of frustrations, with problems related to class composition, lack of materials, administrative insensitivity, isolation, and lack of respect among the common responses. Likewise, survey research by the Metropolitan Life Insurance Company ("The Metropolitan Life survey," 1986) as to why people leave the profession keyed in on a number of problem areas identified by teachers, including working conditions, student-related problems, lack of administrative support, lack of respect, emotional frustration, and lack of parental support.

Bainer (1987) identified common concerns among elementary teachers. She found that problems most frequently cited were in the area of classroom control. Other frequently-mentioned problems involved relationships with parents and problems in students' home lives.

An extensive review of the literature on the perceived problems of beginning teachers was reported by Veenman (1984). The eight most frequently perceived problems were (in rank order) establishing and maintaining classroom discipline, motivating students, dealing with individual differences, assessing students' work, developing relationships with parents, organizing of class work, coping with insufficient materials and supplies, and dealing with problems of individual students.

Correlational Studies

The foregoing "problem identification" studies have helped to develop a consensus among researchers, teachers, and teacher educators regarding the types of problems most wearisome to teachers. Other researchers have sought to determine some of the correlates of various teacher problems. For example, Myers, Kennedy, and Cruickshank (1979) found that certain teacher personality characteristics were correlated with problems in the areas of student discipline and time management. Moskowitz and Hayman (1976) found that teachers' problems with classroom management and student control were related to these teachers' length of teaching experience, with greatest differences occurring between novice teachers and those experienced teachers nominated as "best" teachers by their students. Similarly, Bartholomew (1976) suggested that as the number of years of experience increased, the incidence of teacher-perceived problems with their work decreased.

Taylor and Dale (1971) and Stone (1964) noted differences in the degree of frustration between male and female teachers across various problem categories. In addition, Stone (1964) noted an inverse relationship between the age of teachers and the number of problems they experienced. Teague (1972) and Taylor and Dale (1971) found differences in the problems experienced by teachers in rural versus suburban versus urban schools and by elementary versus secondary teachers.

Thompson (1970) found the existence of a relationship between teachers' perceived problems with student discipline and the teachers' length of teaching experience. Teachers with no previous classroom experience and who were new to the district reported a higher incidence of problems in the area of student discipline than did teachers new to the district who had previous classroom experience. In a review of previous research studies, McDonald and Elias (1983) confirmed this finding, noting that difficulties in managing and controlling classes, though a major problem for beginning teachers, tended to diminish with teacher experience.

In contrast to those studies suggesting that problems vary across teacher demographic variables, Koontz (1964) found that (a) problems do not increase with teacher age, (b) problems do not decrease with teaching experience, (c) problems do not decrease with additional professional training, and (d) the size of the school system is not related to the degree to which teachers experience problems.

Daniel and Cutrer (1992) conducted one of the most comprehensive correlational studies relative to teacher problems to date. Using multivariate analysis, the researchers examined the relationship between nine teacher demographic variables and eight teacher problem categories. The researchers found a low to moderate degree of correlation (first $R_c^2 = .18$; second $R_c^2 = .12$) among the variables in the two sets, with teachers' marital status, length of experience, and teaching setting (regular versus special education) linked to problems in the areas of working conditions, lack of respect, and salary/benefits; and with teachers' gender, race, teaching level, and teaching site (urban versus rural versus suburban) linked to administrative- and parent-related problems.

Shortcomings of Previous Research

The extant research is characterized by a number of shortcomings that seriously limit the generalizability of these studies' findings. Although focusing specifically on studies of the beginning teacher's problems, McDonald and Elias (1983) noted several weaknesses of such studies which are characteristic of studies of teacher problems as a whole, including "[use of] samples of convenience, weak data-gathering procedures, poor categorical descriptions of problems, the most rudimentary types of quantitative analyses, and a lack of comparisons and contrasts among [teacher preparation] programs and among places where teachers . . . teach" (p. 4). Daniel and Cutrer (1992, p. 3)

further elaborate on methodological problems of these types, noting:

> Largely lacking from the extant research are studies investigating correlates of teaching problems using appropriate multivariate methods. Typically, the previous correlational studies have analyzed each problem area separately, when in reality the array of problems experienced by teachers occur within a common set of experiences.

In addition, most of the researchers who have developed survey instruments to measure teachers' perceptions of problems have offered no evidence of the instruments' psychometric integrity, research by Daniel and Cutrer (1992) notwithstanding.

Veenman (1984) contends that knowledge of the specific problems experienced by teachers can provide useful information for the improvement of professional inservice programs. Moreover, as has been noted previously, some researchers have even sought to develop a better understanding of teachers so as to determine what keeps good people out of teaching and what encourages many who become teachers to eventually leave the teaching profession (e.g., Daniel & Ferrell, 1991; Daniel, Slick, & Gupton, 1992; McDonald & Elias, 1983).

Purpose of the Present Study

Attention to teacher problems in varying contexts and work environments is timely as states and school systems strive to create environments conducive to improving the instructional

atmosphere of their schools (Johnston, Sellers, & Davis, 1989). An understanding of these problems entails using psychometrically sound evaluation tools to assess these problems across a variety of contexts. Hence, the purpose of the present study was to offer descriptive data as to the degree to which a randomly-selected sample of teachers in Mississippi and Louisiana (n = 291) experience various types of work-related problems. The study also provided an opportunity to either confirm or disconfirm the findings of previous studies, many of which have been limited by various methodological problems, as noted previously.

Procedures

The Problems of Teaching Survey (POTS), a scale of 51 Likert-type items was utilized for the purpose of providing descriptive data as to the degree to which the teachers across the two states experienced various work-related problems. The POTS has been shown to be valid for measuring teachers' work-related problems across eight factors: problems with working conditions, lack of respect, administration-related problems, emotional distress, student-related problems, parent-related problems, inadequacy of salary/benefits, and interpersonal problems (Daniel & Cutrer, 1992). A copy of the items included in the POTS is presented in Appendix A.

Approximately 1000 inservice teachers from Louisiana and Mississippi randomly selected from mailing lists of teachers unions comprised the sample. Subjects were instructed to respond

to each of the 51 problem areas (items) included in the instrument relative to the degree to which the item was perceived as a problem to the particular teacher. Responses were recorded on a seven-point Likert scale ranging from "1" (This issue is not a problem at all for me.) to "7" (This issue is a very serious problem for me.)

The survey also included demographic items designed to collect data on subjects' gender, age, length of teaching experience, and on the grade level(s) and location (rural/urban/suburban) of the subjects' teaching assignments. The surveys, accompanied by a cover letter and postage paid return envelope, were distributed to the sample via the U.S. mail. As the entire mailing process was handled by the AFT affiliate teachers' unions in each state, the respondents remained totally anonymous to the investigators.

Results

Data were returned by 291 of the original subjects, including 135 subjects from Louisiana and 156 subjects from Mississippi. Hence, the response rate was 29.1%. The typical teacher included in the sample was female (81%), white (81%), and married (70%), and had earned at least one degree beyond the bachelor's (63%). The school sites where these individuals were employed were fairly evenly distributed among rural (38%), urban (31%), and suburban (30%) settings. Similarly, various teaching levels were well represented, including elementary (44%), high school (29%), middle/junior high (22%), and other (6%).

Approximately 73% of the respondents were regular education teachers, and 13% were special education teachers; an additional 8% taught in both regular and special education. Twelve percent of the respondents served in work roles within a school other than classroom teaching.

Table 1 presents the mean responses for the top ten problems ranked in descending order according to perceived severity as identified by teachers from the total sample. Tables 2 and 3 present responses from Mississippi and Louisiana teachers, respectively.

INSERT TABLES 1, 2, AND 3 ABOUT HERE

Table 4 presents the ranking of the means for measuring the teachers' work-related problems across the eight subscales measured by the POTS: problems with working conditions, lack of respect, administration-related problems, emotional distress, student-related problems, parent-related problems, inadequacy of salary/benefits, and interpersonal problems. Although teachers across the two states reported a relatively high degree of incidence of the problems across several of the eight areas, salary/benefits was by far the most noted problem area, followed closely by parent-related problems and lack of respect. Interpersonal problems were the least noteworthy of problems faced by these teachers.

INSERT TABLE 4 ABOUT HERE

Tables 5 through 9, respectively, present separate descriptive analyses of the results reported across the demographic variables of location (rural/urban/suburban), years of experience (early/midrange/late), gender, race, and types of instruction (regular education/special education).

INSERT TABLES 5, 6, 7, 8, AND 9 ABOUT HERE

It should be noted that in all but two of the comparisons among the various demographic characteristics, the top three categories (i.e., POTS subscale scores) again included inadequacy of salary/benefits, lack of respect, and parent-related problems; exceptions to this included the rank ordering by early experience teachers and by those teaching in a rural location. For these two remaining demographic characteristics, the top three categories categories were inadequacy of salary/benefits, parent-related problems, and problems with working conditions.

Discussion

The present study supports Cruickshank's assertion that teachers of all levels in differing contexts "differ only slightly in their perceptions of the frequency and severity of the problem" (Cruickshank, 1981, p. 402). This study does not support the Bainer (1987) study that found that teachers'

perceptions of problems depend on the setting or school location.

The rank ordering by significance of the various problems as perceived by teachers sampled in the present study is similar to results obtained from a sample used in the Second Gallup/Phi Delta Kappa Survey (Elam, 1989). The top three areas of concern identified by teachers in the present study include inadequacy of salary/benefits, lack of respect, and parent-related problems. A brief discussion of each of these issues follows.

Inadequacy of Salary/Benefits

According to data collected as part of the second Gallup/Phi Delta Kappa Survey (Elam, 1989), when teachers were asked why they think their colleagues are leaving the profession and why it is difficult to attract good people to the profession, low salaries were cited most frequently, followed, in descending order, by discipline problems in the schools and low standing of teaching as a profession. Obviously, the frequency of mention of this problem area in the present study suggests that salary and benefits are of extreme importance to teachers. This finding is especially interesting, considering that previous research (e.g., Daniel & Ferrell, 1992; Daniel et al., 1992) suggests that most teachers are not attracted into teaching by material rewards, but rather by the more intrinsic benefits afforded the teacher. Hence, it appears that material benefits may not necessarily attract persons to teaching, but may serve as a source of dissatisfaction to those already working to the extent that some may even find the lack of material benefits unbearable.

Lack of Respect

According to results of the Second Gallup/Phi Delta Kappa Survey (Elam, 1989), teachers believe that their standing in society falls far short of the value of their contributions to it, with teachers in both 1984 and 1989 ranking themselves first in value and last in status. This finding is corroborated by the 219 teachers surveyed in the present study who ranked lack of respect among the most serious problems they faced. According to Parkay and Stanford (1992, p. 418), this problem has come to the forefront of teacher concerns due at least in part to the high degree of bad press teaching has received during the last two decades: "Teachers have been portrayed as incompetent, greedy, unprofessional, immoral, and generally unable to live up to the public's expectations."

Parent-Related Problems

When teachers were asked to address the most important problems facing local public schools on the Second Gallup/Phi Delta Kappa Survey, the most frequently mentioned problem--mentioned by 34% of all teachers in 1989--was parents' lack of interest and support in what the school does (Elam, 1989). This problem was also among the problems regarded as most serious by the sample included in the present study. According to Hessong and Weeks (1991), this problem increases as the child moves from the elementary to the secondary grades, a trend which has been documented by findings presented by Daniel and Cutrer (1992).

Implications

Although the issue of salary is relatively difficult to resolve due to educational budget constraints, the other major concerns of teachers as indicated by the results of the present study may be more readily addressed. Archer (1960) recommended that effective in-service programs addressing teacher problems should be developed based on data obtained from surveys completed by teachers. He indicated that problems perceived by individual teachers are not usually unique, but rather are reflective of the kinds of problems experienced by teachers as a whole. Hence, teachers might be encouraged to form support groups for the purpose of discussing common problems and generating strategies for dealing with these problems.

Regarding the teachers' concerns with parent-related problems, two specific suggestions are recommended. First, educators should examine why parents demonstrate a lack of interest and support. Second, teachers should be provided with more inservice training on how to work effectively with parents. The American family is presently undergoing revolutionary changes to the extent that it is socially and demographically quite different from the family of a generation ago (e.g., higher incidence of one-parent homes, increase in number of working mothers). Hence, it is crucial that traditional strategies for involving parents in the educational program be modified to meet the needs of the families of the 1990s. Additional research

regarding the effectiveness of various parent involvement strategies and their links to important educational outcomes is warranted (Cutrer, 1992).

Finally, regarding problems related to respect and prestige, many have suggested that teachers can combat lack of respect with an appeal to greater professionalism. Parkay and Stanford (1992, pp. 419-423), for example, project several strategies teachers may employ in order to improve the level of respect afforded teachers: demonstrated professional values and behaviors, involvement in lifelong learning and professional improvement activities, and increasing one's involvement in organizational decision making, thereby becoming empowered as a professional.

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Table 1
Descriptive Statistics for Total Sample of Teachers
on 10 Highest Ranked Items

Rank Order		Mean	Standard Deviation
1.	Inadequacy of Health Insurance Benefits	5.464	1.980
2.	Lack of Student Motivation	5.426	1.713
3.	Excessive Paperwork	5.415	1.752
4.	General Dissatisfaction with Salary	5.380	1.514
5.	Society's Attitude Toward Teaching	5.374	1.618
6.	Stress	5.234	1.757
7.	Little Opportunity for Advancement	5.177	1.969
8.	Frustration	5.138	1.650
9.	General Attitude of Students	5.130	1.691
10.	Lack of Input in Decision-making	5.045	1.939

Table 2
Descriptive Statistics for Mississippi Teachers
on 10 Highest Ranked Items

Rank Order		Mean	Standard Deviation
1.	Inadequacy of Health Insurance Benefits	6.141	1.648
2.	Lack of Student Motivation	5.667	1.478
3.	Lack of Input in Decision-making	5.442	1.829
4.	General Attitude of Students	5.438	1.424
5.	Excessive Paperwork	5.413	1.678
6.	General Dissatisfaction with Salary	5.397	1.510
7.	Little Opportunity for Advancement	5.391	1.896
8.	Routine/Boredom	5.333	1.724
9.	Frustration	5.327	1.619
10.	Society's Attitude Toward Teaching	5.321	1.719

Table 3
Descriptive Statistics for Louisiana Teachers
on 10 Highest Ranked Items

Rank Order		Mean	Standard Deviation
1.	Society's Attitude Toward Teaching	5.436	1.494
2.	Excessive Paperwork	5.418	1.841
3.	General Dissatisfaction with Salary	5.378	1.525
4.	Lack of Student Motivation	5.148	1.918
5.	Stress	5.119	1.794
6.	Little Opportunity for Advancement	4.925	2.028
7.	Frustration	4.918	1.664
8.5	Inadequacy of Retirement Benefits	4.910	1.679
8.5	Lack of Parent Support	4.910	1.749
10.	Lack of Parent Involvement	4.888	1.759

Table 4
Rank Order of Eight Categories

Entire Sample			Mississippi Teachers			Louisiana Teachers		
Categories in Rank Order	Mean	Standard Deviation	Categories in Rank Order	Mean	Standard Deviation	Categories in Rank Order	Mean	Standard Deviation
1. Sal/Ben	4.933	1.303	1. Sal/Ben	5.164	1.235	1. Parent	4.688	1.627
2. Parent	4.699	1.629	2. Parent	4.708	1.637	2. Sal/Ben	4.667	1.333
3. Respect	4.615	1.548	3. Respect	4.696	1.607	3. Respect	4.521	1.476
4. Emotional	4.365	1.418	4. Workcond	4.583	1.466	4. Emotional	4.236	1.387
5. Workcond	4.359	1.454	5. Emotional	4.477	1.438	5. Workcond	4.096	1.400
6. Admin	4.168	1.903	6. Admin	4.428	1.905	6. Interper	4.013	1.283
7. Student	4.069	1.277	7. Student	4.230	1.125	7. Student	3.882	1.415
8. Interper	3.833	1.411	8. Interper	3.677	1.499	8. Admin	3.860	1.861

Table 5
Rank Order of Eight Categories
According to Location

Rural			Suburban			Urban		
Categories in Rank Order	Mean	Standard Deviation	Categories in Rank Order	Mean	Standard Deviation	Categories in Rank Order	Mean	Standard Deviation
1. Sal/Ben	5.025	1.259	1. Sal/Ben	4.860	1.277	1. Parent	4.968	1.665
2. Parent	4.531	1.601	2. Respect	4.707	1.494	2. Sal/Ben	4.885	1.343
3. Workcond	4.440	1.438	3. Parent	4.497	1.656	3. Respect	4.667	1.589
4. Respect	4.437	1.554	4. Emotional	4.405	1.443	4. Adm	4.422	1.845
5. Emotional	4.292	1.432	5. Workcond	4.232	1.443	5. Emotional	4.340	1.390
6. Admin	4.144	1.885	6. Student	3.951	1.274	6. Workcond	4.328	1.449
7. Student	3.890	1.156	7. Interper	3.933	1.324	7. Student	4.277	1.355
8. Interper	3.707	1.503	8. Admin	3.870	1.939	8. Interper	3.885	1.365

Table 6
Rank Order of Eight Categories
According to Years Experience

Early (1 to 10 yrs)			Midrange (11 to 20 yrs)			Late (21 to 37 yrs)		
Categories in Rank Order	Mean	Standard Deviation	Categories in Rank Order	Mean	Standard Deviation	Categories in Rank Order	Mean	Standard Deviation
1. Sal/Ben	4.636	1.389	1. Sal/Ben	4.917	1.279	1. Sal/Ben	5.102	1.265
2. Parent	4.576	1.742	2. Parent	4.797	1.608	2. Respect	4.723	1.526
3. Workcond	4.552	1.358	3. Respect	4.713	1.587	3. Parent	4.544	1.592
4. Admin	4.345	1.823	4. Emotional	4.482	1.424	4. Emotional	4.379	1.446
5. Respect	4.166	1.444	5. Workcond	4.333	1.542	5. Admin	4.328	1.859
6. Emotional	4.006	1.328	6. Student	4.069	1.371	6. Workcond	4.284	1.374
7. Student	3.883	1.152	7. Admin	3.978	1.956	7. Student	4.186	1.199
8. Interper	3.714	1.497	8. Interper	3.835	1.384	8. Interper	3.860	1.409

Table 7
Rank Order of Eight Categories
According to Gender

Females			Males		
Categories in Rank Order	Mean	Standard Deviation	Categories in Rank Order	Mean	Standard Deviation
1. Sal/Ben	4.968	1.288	1. Parent	5.085	1.583
2. Respect	4.625	1.536	2. Sal/Ben	4.770	1.366
3. Parent	4.596	1.631	3. Respect	4.526	1.620
4. Emotional	4.403	1.389	4. Workcond	4.370	1.447
5. Workcond	4.371	1.455	5. Emotional	4.259	1.559
6. Admin	4.159	1.894	6. Admin	4.230	1.942
7. Student	4.055	1.280	7. Student	4.116	1.288
8. Interper	3.796	1.400	8. Interper	4.071	1.419

Table 8
Rank Order of Eight Categories
According to Race

Whites			Blacks		
Categories in Rank Order	Mean	Standard Deviation	Categories in Rank Order	Mean	Standard Deviation
1. Sal/Ben	4.837	1.314	1. Parent	5.443	1.559
2. Respect	4.538	1.561	2. Sal/Ben	5.336	1.173
3. Parent	4.520	1.603	3. Respect	4.876	1.443
4. Workcond	4.376	1.469	4. Admin	4.715	1.759
5. Emotional	4.299	1.398	5. Emotional	4.632	1.496
6. Admin	4.040	1.922	6. Student	4.437	1.340
7. Student	3.992	1.255	7. Workcond	4.250	1.398
8. Interper	3.748	1.390	8. Interper	4.179	1.479

Table 9
Rank Order of Eight Categories
According to Type of Instruction

Regular Ed			Special Ed		
Categories in Rank Order	Mean	Standard Deviation	Categories in Rank Order	Mean	Standard Deviation
1. Sal/Ben	4.895	1.331	1. Parent	5.301	1.362
2. Parent	4.558	1.661	2. Sal/Ben	4.888	1.298
3. Respect	4.521	1.590	3. Respect	4.626	1.369
4. Workcond	4.451	1.453	4. Admin	4.225	2.073
5. Emotional	4.374	1.468	5. Emotional	4.202	1.287
6. Admin	4.119	1.897	6. Student	3.861	1.644
7. Student	4.098	1.201	7. Workcond	3.690	1.143
8. Interper	3.830	1.314	8. Interper	3.544	1.501

Appendix A
Items Included in the Problems of Teaching Survey*

SALARY/BENEFIT ISSUES

1. General Dissatisfaction with Salary
2. Lack of Remuneration for Extra Duties
3. Inadequacy of Retirement Benefits
4. Inadequacy of Health Insurance Benefits
5. Inadequate Professional/Personal Leave Benefits

STUDENT RELATED CONCERNS

6. Lack of Student Discipline
7. Lack of Student Motivation
8. General Attitude of Students
9. Student Violence
10. Student Apathy

PARENT AND COMMUNITY-RELATED

11. Lack of Parent Support
12. Lack of Parent Involvement
13. Lack of Community Support
14. Lack of Community Involvement

ADMINISTRATION RELATED

15. Lack of Administrative Support
16. Lack of Administrative Understanding
17. Lack of Administrative Concern
18. General Dissatisfaction with Administration
19. Incompetent Administration

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*Note:Respondents indicated their opinion on each of these items via a seven-point Likert scale ranging in response option from "1" (The issue is not a problem at all for me.) to "7" (The issue is a very serious problem for me.)

Appendix A (cont.)

LACK OF RESPECT

20. Society's Attitude Toward Teaching
21. Lack of Respect from Students
22. Lack of Respect in the Community
23. Lack of Respect in General
24. Lack of Respect from Parents
25. Low Status/Prestige
26. Not Considered a Professional
27. Little Opportunity for Advancement/Promotion

EMOTIONAL ASPECTS

28. Routine/Boredom
29. Stress
30. Frustration
31. Burnout
32. Feelings of Isolation
33. Lack of Fulfillment
34. Lack of Time for Family/Personal Life

WORKING CONDITIONS

35. Excessive Paperwork
36. Non-teaching Duties
37. Inadequate/Outdated Facilities
38. Overcrowded Buildings
39. Class Size
40. Long Hours
41. Inadequate Time for Planning
42. Heavy Teaching Load
43. Lack of Supplies/materials
44. Lack of Input in Decision-making
45. Lack of Autonomy
46. Lack of Duty-Free Breaks/Lunch
47. Interruptions to Instructional Time

MISCELLANEOUS

48. Problems Meeting Needs of Special Students
49. Problems with Teacher Evaluation Procedures
50. Frequent Changes in School Policy
51. Dissatisfaction with colleagues